

## MAYEWOOD MIDDLE

4300 E. Brewington Rd.  
Sumter, SC 29153

**GRADES** 6-8 Middle School

**ENROLLMENT** 272 Students

**PRINCIPAL** Abigail Busby-Webb 803-495-8014

**SUPERINTENDENT** J. Frank Baker 803-469-6900

**BOARD CHAIR** James Giffin 803-481-2147

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	23	14

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

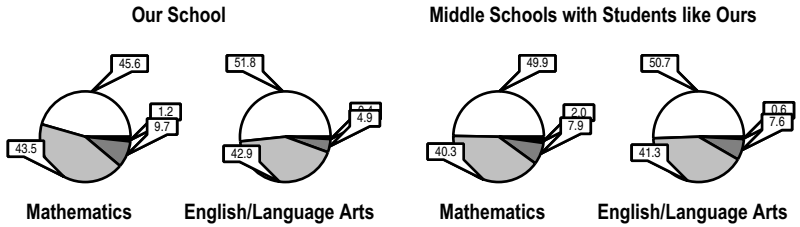
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




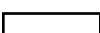
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	22	61	53
Percent satisfied with learning environment	52.4%	54.2%	66.7%
Percent satisfied with social and physical environment	81.8%	68.9%	71.2%
Percent satisfied with home-school relations	27.3%	84.7%	65.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	265	99.6	51.8	42.9	4.9	0.4	5.3	17.6
Gender								
Male	132	99.2	61.7	31.7	5.8	0.8	6.7	17.6
Female	133	100.0	42.1	54.0	4.0	N/A	4.0	17.6
Racial/Ethnic Group								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	255	99.6	51.7	43.3	4.6	0.4	5.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	218	100.0	48.8	44.9	5.9	0.5	6.3	17.6
Disabled	47	97.9	66.7	33.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	265	99.6	51.6	43.1	4.9	0.4	5.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	265	99.6	51.6	43.1	4.9	0.4	5.3	17.6
Socio-Economic Status								
Subsidized meals	234	99.6	53.8	41.3	4.3	0.5	4.8	17.6
Full-pay meals	31	100.0	39.5	52.6	7.9	N/A	7.9	17.6

Mathematics								
All students	265	100.0	45.6	43.5	9.7	1.2	10.9	15.5
Gender								
Male	132	100.0	47.9	41.3	8.3	2.5	10.7	15.5
Female	133	100.0	43.7	45.2	11.1	N/A	11.1	15.5
Racial/Ethnic Group								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	255	100.0	45.2	44.0	10.0	0.8	10.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	218	100.0	41.7	45.1	11.7	1.5	13.1	15.5
Disabled	47	100.0	64.3	35.7	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	265	100.0	45.7	43.3	9.7	1.2	10.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	265	100.0	45.7	43.3	9.7	1.2	10.9	15.5
Socio-Economic Status								
Subsidized meals	234	100.0	46.9	43.1	9.1	1.0	10.0	15.5
Full-pay meals	31	100.0	39.5	44.7	13.2	2.6	15.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	80	N/A	36.3	46.3	17.5	N/A	17.5
	Grade 7	88	N/A	31.8	47.7	19.3	1.1	20.5
	Grade 8	76	N/A	52.6	40.8	5.3	1.3	6.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	100	100.0	63.0	33.7	3.3	N/A	3.3
	Grade 7	87	98.9	47.5	47.5	5.0	N/A	5.0
	Grade 8	78	100.0	42.7	49.3	6.7	1.3	8.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	80	N/A	41.3	50.0	6.3	2.5	8.8
	Grade 7	88	N/A	44.3	40.9	10.2	4.5	14.8
	Grade 8	76	N/A	43.4	51.3	5.3	N/A	5.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	100	100.0	48.9	39.1	10.9	1.1	12.0
	Grade 7	87	100.0	50.6	38.3	9.9	1.2	11.1
	Grade 8	78	100.0	36.0	54.7	8.0	1.3	9.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 272)				
Students enrolled in high school credit courses (grades 7 & 8)	2.9%	Up from 2.8%	7.2%	14.4%
Retention rate	0.7%	Down from 9.4%	3.7%	2.3%
Attendance rate	95.6%	Down from 96.6%	94.7%	95.2%
Eligible for gifted and talented	8.5%	Up from 7.5%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.2%	Up from 15.0%	16.5%	14.1%
Older than usual for grade	16.5%	Up from 8.5%	10.1%	4.9%
Suspended or expelled	0.7%	Down from 4.1%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	40.0%	Up from 36.8%	42.8%	47.1%
Continuing contract teachers	70.0%	Up from 57.9%	73.2%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.1%	Up from 76.1%	76.3%	84.3%
Teacher attendance rate	92.8%	Down from 95.5%	94.6%	95.0%
Average teacher salary	\$39,249	Down 1.7%	\$38,478	\$39,924
Prof. development days/teacher	12.9 days	Up from 12.4 days	11.5 days	10.7 days

School				
Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio	18.3 to 1	Down from 19.7 to 1	18.3 to 1	21.0 to 1
Prime instructional time	86.0%	Down from 90.5%	86.5%	88.9%
Dollars spent per pupil*	\$9,856	Up 19.4%	\$6,689	\$5,854
Percent spent on teacher salaries*	58.6%	Up from 56.4%	59.0%	62.0%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	56.7%	Down from 63.9%	85.6%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Mayewood Middle School is a thriving school focused on improving reading, writing, mathematical problem solving, and family involvement. Students in all classrooms are exposed to the same strong, age-appropriate curriculum driven by South Carolina Standards and the America's Choice School Design (ACSD) performance standards. The ACSD is a comprehensive reform model that aims to transform the school into a literary culture. The curriculum is enriched with hands-on learning experiences and extensive age-appropriate novels and other books. The 2002-2003 school year was Mayewood's second year utilizing the ACSD.

Academic excellence is at the forefront of all that we do to help students meet and exceed the SC Standards in reading/language arts and mathematics. In the coming year, we will continue to aggressively implement a program of academic reform to help all students meet and exceed the standards. All available resources will be used to improve student literary and math skills. Academic academies, a homework center, and an after school tutorial program will continue to be offered in order to provide students with differentiated instruction to meet their particular needs.

The staff remains committed to providing a strong educational program with high expectations for student achievement. Our theme is "Literacy: The Path to Excellence" and serves as the driving force as we provide an excellent instructional program, personalized guidance, mentor program, peer mediation, school-to-work opportunities, and recognition and incentives programs to ensure success.

Parents are invited to take an active role in the school's instructional and extracurricular programs. Our PTSA has played a very vital part in the instructional and professional development areas in the school. We continue to seek the assistance of parents in helping to provide students with unique experiences in all learning areas. Parents are especially invited to serve as volunteers, join the PTA, become a part of the School Improvement Council, serve on the Strategic Planning Committee, attend field trips, visit classrooms, and actively participate in our academic program.

Abigail Busby-Webb, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.